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ABSTRACT

The inservice teacher workshop trainer's manual includes an abstract of the minicourse, and lists activities, handouts, and assignments for sessions on improving classroom behavior and self concept. The document is divided into four sections, each focusing on a workshop session. Workshop sessions cover the use of contracts, reward programs, and the systematic use of praise as a behavior change strategy. Among the specific topics addressed are the following: identifying six critical ingredients for changing student behavior, describing and observing problem behavior, preparing behavioral objectives, planning three types of reinforcement programs, filling out performance charts, developing learning contracts, and designing and phasing out a reward program. (SBH)

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POSITIVE APPROACHES TO MANAGING TROUBLED STUDENTS

A Mini-Course

Raymond M. Glass, Ph.D.
University of Maine at Farmington

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Trainer's Manual

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PREFACE

Mini-courses were developed by university professors for use with teachers in the field. They are intended to be delivered on site in school districts and may be taught by school-based people who have received prior training. A mini-course is a one credit course which develops specific skills and knowledges related to improving classroom instruction. It is a three stage learning activity! Stage one involves readings, independently done, usually prior to the first session. These readings develop understandings central to the course topic. Stage two is direct instruction, requiring eight to ten hours of contact time.

The number of sessions varies depending on the content of a particular mini-course, the instructor, and the participants. A variety of instructional activities are used to help the participants relate content to their actual work situations. Stage three is an application stage in which participants apply the skills acquired in their classrooms. Follow-up with the instructor completes the mini-course. Upon completion, participants receive one Continuing Education Unit which is applicable for recertification.

The Mini-course Project was sponsored by the Department of Special Education and the Teacher Corps Project at the University of Maine at Farmington.

Project Staff: Dr. Margaret Arbuckle, Dr. Raymond Glass, Ms. Betsy McElvein

June 1979

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ABSTRACT

Participants will examine the use of contracts, reward programs, and the systematic use of praise as a strategy for helping students improve classroom behavior and self-concept. Each participant will develop and conduct one program designed to improve the behavior of an individual or a group of students.

OVERVIEW OF SESSION #1

Participant Goals	Approx. Time	Trainer Activities
1. Become aware of the basic goals and procedures for the mini-course	5 min.	Pass out all materials to each participant. Review handout entitled "Mini-Course Overview."
2. Become acquainted with one another and begin to establish an atmosphere of trust and sharing. Become aware that many of us have had a positive, confirming person in our lives and that we may need to be such a person for some of the "difficult" students in our classroom.	15-25 min.	*Introduce and conduct "Ice-breaker" activity.
3. Become aware of some critical ingredients in developing a program to improve student behavior.	10-15 min.	*Draw attention to the handout entitled "Six Critical Ingredients for changing student behavior" and review the six ingredients with the group.
	5 min. break	
4. Identify and describe strengths and problem behaviors of one student using descriptive versus judgmental language. Become aware of the importance of using descriptive language in the process of understanding and changing behavior. Select one specific behavior to observe over the following week.	25-35 min.	*Review handout entitled "Describing Student Behavior.) *Have participants complete "Goal Setting Profile" for one student and then share strengths and weaknesses of the student with the group. Complete worksheet "Selecting a Problem Behavior to observe."
5. Become aware of "homework" activities to complete for the next class.		*Review assignments for next week appearing in handout "Assign for Week One."

*Specific instructions for the activity appear on the following pages

INSTRUCTIONS FOR "ICE-BREAKER TASK"

General Directions: The overall goal of this activity is to begin to create a climate of sharing and acceptance as many subsequent mini-course activities involve an exchange of ideas, feelings, and opinions. A more specific objective is to sensitize participants to the importance of a positive, caring person in our lives and the need to provide such qualities to some difficult children in our classrooms. (15-25 minutes)

Procedures:

1. Have each participant turn to page ____ in their workbooks and remove the page entitled "Ice-Breaker". A copy is provided for you on the following page.

2. Instruct participants to write their first names in the center using large letters and to complete each quadrant using phrases rather than complete sentences to save time and space. Complete this aspect of the activity yourself. Allow about 5 minutes for this activity.

3. When participants have finished writing, break the group into pairs. Instruct each pair to verbally exchange information entered in quadrant one, then quadrant two, etc., until all quadrants have been covered. Tell people to feel free to ask each other questions but to make sure that they listen carefully to each other. If there are fewer than six participants in the group you may wish to have the sharing done in a group fashion. If group sharing is done, make sure that all participants are seated in a closely knit circle. Be a participator yourself.

4. When the sharing is completed or when about ten minutes have passed, direct each pair to identify several behaviors or attitudes their significant persons did for them or demonstrated towards them as individuals (e.g., "Listened to me whenever I needed to talk"). Allow about 3-5 minutes for the pairs to identify these and then ask each pair to share their findings with the group. Repeat or rephrase or simply thank each person for their response.

5. End the activity by indicating that we have little difficulty identifying things we do well, things we want to learn, significant people in our lives, etc., but that many students with problem behaviors have difficulties in these areas. Point out to the group that many troubled children:

   1. Cannot recognize or do not have things they feel they can do well.
   2. Do not want to learn new things because they are afraid of failing.
   3. Do not know how to say or do constructive things to make others feel positive because they have had few positive models in their lives.

   Indicate that the overall concern with the mini-course is to find specific ways to help students feel successful and valued.

"ICE - BREAKER"

1.

Two things I do well and/or enjoy doing.

2.

Something new I'd like to learn.

NAME

3.

Two specific things I do in my teaching to try to make students feel important and/or accepted.

4.

A significant person in my life (and why).

Instructions for Six Critical Ingredients
for Changing Student Behavior

Directions: This ten to fifteen minute lecture/discussion activity is designed to help teachers become aware of the potential influence they have over helping children with behavior problems. Often, teachers feel at a loss as to what is a therapeutic environment for a student and wonder whether they have the resources or abilities to help problem students. These six ingredients are powerful steps teachers can take to help students grow.

1. Orient participants to the handout "Six Critical Ingredients for Changing Student Behavior". A copy of the handout appears on the following page.

2. Paraphrase the abovementioned comments to participants and stress the notion that teachers can make a difference!

3. Paraphrase or summarize each of the six conditions, and encourage questions or comments from participants as they arise.

4. Conclude this activity by asking participants to re-read the handout at a more convenient time. Mention that the mini-course will explore specific ways of implementing each of these six ingredients with at least one student who is experiencing behavioral difficulties. Then move on to the next activity.

SIX CRITICAL INGREDIENTS FOR CHANGING STUDENT BEHAVIOR

1. A Caring Relationship: Despite the likelihood that some students may respond to us in a sullen, hostile, impassive, or withdrawn manner, it is important to maintain a positive attitude and take basic steps to establish a caring relationship. These steps need not be complicated. Taking a moment to say hello or greet the student as he or she enters the room, pointing out positive acts completed by the student ("Thanks for clearing up around your desk, that helps to keep things neat"), and being available every now and then to LISTEN can go a long way towards establishing a positive relationship. Remember not to become overly discouraged if the student becomes suspicious or rejects your initial efforts. More than likely, the student has had a history of negative exchanges with adults and may not know how to deal with positive approaches!

2. Success Structuring: Because many students with behavioral difficulties have a history of failure in academic areas, in conforming to classroom rules and routines, and in coping with everyday setbacks and frustrations, it is important to take careful steps to increase opportunities for success in each of the abovementioned areas. The addage, "nothing succeeds like success" applies with problem students as well as their more well behaved peers! A critical first step is to make sure that learning tasks are achievable. It may be important to reduce the quantity and/or level of difficulty of some tasks to guarantee 90-100% success during the initial weeks of a behavior change program. As self-confidence increases, the difficulty and/or quantity of tasks can be expanded.

   A counterpart to achievable learning tasks is clearly spelled out behavioral expectations. Instead of using pleas or threats to "be good", it is important to set clear guidelines or prescriptions such as, "Let's see if you can complete ten math problems before 10:00 today", or "See if you can not talk out of turn more than twice this morning. Raise your hand and wait for me to call on you.", or "Remember to begin your work within two minutes after I give the directions." Each of these prescriptions offers a clear procedure for the student and provides infinitely more help than an ambiguous "be a good citizen". As in the case of establishing achievable academic tasks, behavioral expectations or prescriptions must be easily achievable and can gradually be expanded as the student experiences success and encouragement.

   Finally, provide as much feedback as possible during the initial phases of a behavior change program. Students need to know (and to know that you know) how well they are performing. If for, example, the student is to have ten problems completed by 9:30, be sure you check the student at 9:30. Ten O'clock may be too late!

3. Incentives for Change: In a few cases the establishment of achievable academic tasks and behavioral expectations along with the provision of immediate feedback may not be enough to overcome the students resistence to learn or behave appropriately. In these cases the application of incentives such as praise, stars, smiling faces, progress charts, or privileges such as ten minutes of time to play a game, or more elaborate programs such as contracts or home-school reward programs (t.v. time for completed school work) may need to be developed. In a nutshell, providing incentives for change involves determining achievable behavioral and academic goals and then determining what specific rewards the student can EARN by completing these tasks. Rewards need not be elaborate or drastically different from what many children in your class already receive. However, the procedures for earning rewards need to be clearly spelled out for many problem students.

4. Consistency and Shared Involvement/Responsibility: It is extremely helpful to develop a consistent approach towards managing problem behavior. Although it may be unrealistic to always expect or demand the cooperation and support of parents, administrators, and other teachers, the active involvement of some of these individuals will enhance the impact of most behavior change programs. A first step is to share or even mutually develop academic goals and behavioral prescriptions for the student. This set of common goals and prescriptions is especially important when problem behavior is demonstrated in other classrooms or during recess, lunch, and bus activities. Where possible, others may also be involved in the application of feedback and incentives. Often times, parents can play a critical role in a behavior change program by providing incentives such as allowance, tv time, or special privileges based on appropriate school performance. No doubt, such programs require planning and constant communication but the benefits often far outweigh the costs.

5. Consequences for Persistent Misbehavior: Although the balance of efforts to change student behavior should be tilted in favor of emphasizing the positive, some misbehaviors cannot be easily ignored, particularly if the behavior seriously disrupts classroom routines or threatens the safety of other children. In these cases, consequences for misbehavior should be spelled out in detail and applied in a consistent, matter of fact fashion. Consequences may range from being removed from group activities to a quiet area of the room for a specified time period to being removed from school for the remainder of the day with many gradations in between. Since some consequences may be relatively drastic, they should be worked out beforehand with the building principal, the student, and the parent(s). It is important to remember that consequences should not be used in the absence of incentives for positive behavior.

6. An Understanding of the Ups and Downs of Change: Our final point is to remember that a behavioral change program is almost always in a state of flux. Rarely will a student's overall behavior improve without some setbacks, some bad days. It is important to allow for some leeway and not demand instant change or become frustrated or discouraged if the child temporarily lapses into old behavior patterns. Remember, the student may have years and years of practice and reinforcement in displaying inappropriate responses. These cannot be unlearned in a matter of a few days. Finally, all behavior change programs need to be revised at periodic intervals so as to keep up with the new behaviors and academic skills being learned.

INSTRUCTIONS FOR DESCRIBING STUDENT BEHAVIOR

Completing the goal setting profile and selecting one behavior to observe, 15-25 minutes

Directions: This lecture/discussion/work activity is designed to orient participants to the need for using clear descriptive language when we describe student behavior. In addition, participants will identify and write one specific problem behavior they will observe throughout the week.

Procedures:

1. Begin the activity by alerting people to the handout entitled "describing student behavior". A copy of this handout appearson the next page.

2. Orient participants to the first series of judgmental statements and have them read the statements to themselves.

3. Orient participants to the second series of statements which are descriptive in nature and have participants read to themselves.

4. Ask participants to comment on the differences between descriptive and evaluative statements. Which transmit more information? Which are more likely to result in constructive action being taken? Which are more appropriate to use in parent conferences or Pupil Evaluation Team Meetings? (You need not ask every one of these questions).

5. When discussion on the value of descriptive observation has ended, tell the group that we are going to continue in the area of observing and describing behavior. Alert participants to the "Goal Setting Profile". A copy of the profile appears after the handout on describing student behavior.

6. Ask each participant to read the procedural directions at the top of the goal setting profile and then complete the profile on one student. Let participants know that this is just a working activity and that they will not hand their profiles in to anyone so they do not need to worry about achieving complete accuracy on each item.

7. As participants begin to complete their profiles, ask each one to select two behaviors from the profile on which their student received a three or a four and two behaviors on which their student received a one or a two.

8. Have each participant share the two positive and the two "rpoblem" behaviors for their student.

9. End this phase of the activity by mentioning that when we develop a behavior change program we need to think of moving a child from a "1" (The child demonstrates the opposite of the behavior) to a "2" (The child demonstrates the behavior occasionally with repeated help) rather than from a "1" to a "4". Mention that to develop in the process of changing behavior is to be aware that BEHAVIOR CHANGES IN THIMBLEFULS RATHER THAN BUCKETFULS.

10. Move on to the activity entitled "selecting a problem behavior to observe". Alert participants to the handout and complete the activity as indicated. Circulate to provide help as needed. When everyone has identified their behavior to observe, ask for volunteers to share what they will try to observe.

DESCRIBING STUDENT BEHAVIOR

- Try to AVOID using judgemental statements such as:

> - John is hyperactive.
> - Alice is a poor reader.
> - Tom is emotionally disturbed.
> - George is shy.

Judgemental statements tell us one's opinions and judgements about a student but do not tell us what the student actually does.

- Try to USE descriptive statements such as:

> - John gets out of his seat between three and six times each independent seatwork activity. When I ask him to return to his seat, he seems to ignore me until I take him by the hand and return him.
> - Although a 6th grader, Alice's instructional reading level is at the second half of the second grade.
> - Tom frequently throws his books and materials on the floor, screams "I hate this work," and then sulks at his seat when confronted with several math problems he cannot quickly solve. After being left alone for 10 or 15 minutes, he can be encouraged to resume his work.
> - George rarely answers a question in large and small group activities. When asked to answer a question, his voice is barely audible.

Descriptive statements tell us what behaviors occured in as precise and concise a manner as possible.

UNIVERSITY OF MAINE AT FARMINGTON
PROGRAM IN SPECIAL EDUCATION

Goal Setting Profile

Dr. Ray Glass
PART I

Directions: This is an instrument to help set appropriate learning objectives for children with behavior problems. After completing the general identifying information, read each item and circle the response that best characterizes how the child behaves or performs. Circle the "1" if the child demonstrates the behavior not at all or does the opposite of the behavior. Circle the "2" if the child demonstrates the behavior occasionally with repeated help or warnings. Circle the "3" if the child demonstrates the behavior at least sometimes on his or her own initiative. Circle the "4" if the child willingly demonstrates the behavior.

Child's Name_____ Grade_____

Teacher_____ Date_____

1. Academic Attitudes;

1.1	Begins assigned tasks on time.	1	2	3	4
1.2	Works with sustained attention.	1	2	3	4
1.3	Works independently.	1	2	3	4
1.4	Completes tasks on time.	1	2	3	4
1.5	Pays attention while teacher is delivering information.	1	2	3	4
1.6	Other_____	1	2	3	4

2. Group Participatory Behaviors/Attitudes:

2.1	Pays attention during group activities.	1	2	3	4
2.2	Offers opinions and answers.	1	2	3	4
2.3	Takes turns and shares.	1	2	3	4
2.4	Shows concern or regard for other's feelings.	1	2	3	4
2.5	Other_____	1	2	3	4

3. General Coping Abilities:

3.1	Follows classroom rules and routines.	1	2	3	4
3.2	Accepts constructive criticism/feedback.	1	2	3	4
3.3	Takes part in classroom housekeeping.	1	2	3	4
3.4	Accepts help from teacher.	1	2	3	4
3.5	Accepts help from peers.	1	2	3	4
3.6	Seeks teacher approval or praise.	1	2	3	4
3.7	Seeks constructive or legitimate peer attention.	1	2	3	4
3.8	Asserts own rights.	1	2	3	4
3.9	Is willing to try new activities.	1	2	3	4
3.10	Maintains composure under mild frustration.	1	2	3	4
3.11	Considers "consequences" before acting.	1	2	3	4
3.12	Is generally positive about self.	1	2	3	4

PART II

Directions: To determine high priority behaviors, look over the behaviors you circled with a "1" or a "2" and select the two or three behaviors that you feel are most in need of immediate attention. Write each behavior down.

1. _____

2. _____

3. _____

SELECTING A PROBLEM BEHAVIOR TO OBSERVE

Directions: Please select one problem behavior from the "Goal Setting Profile" you just completed and break this behavior down so that it can actually be observed. Specify both the behavior and the condition (time, place, and activity) under which you might observe this behavior using the examples provided below as a guide. Then, complete the remainder of the worksheet.

BEHAVIORS	CONDITIONS
1. How many times John talks out of turn . . .	during daily social studies discussions (1:00 - 1:25).
2. The number of times Sara comes to me (teacher) to ask for help . . .	during reading seatwork time (10:00 - 10:30)
3. The number of math problems Sara correctly completes . . .	during math seatwork (9:00 - 9:30)
4. The number of times Frank leaves his seat without permission . . .	during the first hour of each day.

Now, using the abovementioned examples as a guide, select one behavior you will try to observe and write that behavior down. Feel free to ask for help if you feel confused

1. The behavior I will observe is _____

_____

2. The conditions (time, place, and activity) under which I will observe this behavior are _____

_____

The procedures for keeping a record of your observations can be quite simple and informal. For example, you may wish to do any of the following:

1. Keep a piece of paper nearby and simply enter a tally mark when the student demonstrates the behavior.

2. If you cannot keep a tally, try to recall the number of times the behavior occurred as soon as the time period ends.

If the student asks you what you are doing feel free to tell him or her that you are simply counting the number of times they do that particular behavior.

TRY TO CONDUCT THIS TYPE OF OBSERVATION AND RECORD KEEPING ON AT LEAST TWO DIFFERENT DAYS THIS COMING WEEK. IT WOULD BE EVEN MORE HELPFUL IF YOU COULD GATHER THIS INFORMATION ON MORE THAN TWO DAYS. REMEMBER, YOU ONLY NEED TO OBSERVE DURING ONE BRIEF PERIOD EACH DAY RATHER THAN FOR THE ENTIRE DAY.

Ending the First Session
"Homework" Activities

End the session by reminding people of the two tasks to do before the next session:

1. Read pages _____ in the handbook,

2. Observe the behavior of one student

Thank participants for their involvement in the session and tell them how they can contact you prior to the next session should they need direction regarding work to complete for the coming session.

OVERVIEW OF SESSION #2

Participant Goals	Approx. Time	Trainer Activities
1. Practice skill of accurately describing student behavior. Examine how the "Criticism Trap" may operate in one's teaching.	10-15 min.	*Ask each participant to share observation data accumulated during the week.
2. Develop short-term behavioral objectives based on observed problem behavior.	20 min.	*Review handout entitled "Preparing Short-term Behavior Objectives."
	5 min. break	
3. Become aware of three basic types of reinforcement programs and examine types of reinforcers currently available in one's daily teaching.	20 min.	*Review handout entitled "Three Types of Reinforcement Programs."
4. Apply three types of reinforcement procedures to a "problem" student.	15 min.	*Explain directions and procedures for activity entitled "Developing a Reward Program for Sally."
5. Develop a simple praise program to conduct for five days.	15 min.	*Review handout entitled "Designing a Praise Program."
		*Assign readings for next session.
		*Specific instructions for the activity appear on the following pages.

INSTRUCTIONS FOR SHARING OBSERVATIONAL DATA

Directions: This 10-15 minute opening activity provides an opportunity for participants to share their observational results and relate two concepts from the readings, "The Criterion Trap", and Dreikurs "Four goals of misbehavior".

1. Begin the activity by saying hello to the group and by asking participants to form a closely knit circle.

2. Ask each participant to share three items:

   2.1. The frequency data they collected,
   2.2. How the criterion trap may be occurring in their own teaching, and
   2.3. A possible goal of misbehavior the student they observed is demonstrating.

3. Encourage each person to provide as clear a description as possible of the three items. It may be helpful to ask follow-up questions to gain clarity. Try to observe the following leadership behaviors during the sharing period:

   3.1. Maintain support and encouragement through careful listening and acceptance of participant sharing. Repeat or rephrase each participant's three items to make certain you understand them and to model good listening.

   3.2. Should participants indicate that their student caused them to experience strong emotions such as frustration or anger, be sure to accept those feelings by indicating that many of us experience these feelings with problem students.

4. After each person has shared, move on to the next activity.

INSTRUCTIONS FOR PREPARING BEHAVIORAL OBJECTIVES

Directions: This 20 minute session is designed to develop skills in writing behavioral objectives from observed problem behavior.

1. Orient participants to the handout entitled "Preparing Short-Term Behavioral Objectives". A copy appears on the next page.

2. Remind participants that one of the six critical ingredients in a behavior change program involves establishing achievable academic tasks and behavioral prescriptions. Developing short-term behavioral objectives is one way to achieve such clarity.

3. Read the three ingredients of a behavioral objective and answer questions as they are raised.

4. Have participants read the examples to themselves. Using examples, 2.1, 2.3, 2.4, 2.5, and 2.8, ask participants to identify the Behavior, Conditions, and Criterion for each objective.

5. Have participants review and consider the advantages of behavioral objectives. Re-emphasize their value as a way of establishing clear, achievable, learning tasks and behavioral prescription.

6. Ask participants to turn the page and develop two behavioral objectives for their student. Circulate to provide hurdle help as needed.

7. Ask each participant to share his or her two behavioral objectives, by stating the behavior, conditions, and criterion for each behavior.

Preparing Short-Term Behavioral Objectives

1. Ingredients of a Behavioral Objective:

   What . . . . . .or, the Behavior the student is to master or demonstrate
   (e.g., Read single syllable CVC words)

   When . . . . . .or, the Conditions under which the behavior is to occur
   (e.g., From a word list, during recess)

   How Much . . . . . .or, the Standard or Criterion to be achieved
   (e.g., 90%)

2. Some examples:

   2.1. John will voluntarily answer at least one question during daily social studies lessons.

   2.2. Sara will read at least 90% of single syllable CVC and CVCV words presented in a word list.

   2.3. Jane will decrease incidence of hitting others during recess to less than two a week.

   2.4. Ricky will participate in daily reading groups without talking out of turn more than once each daily lesson.

   2.5. Ricky will complete daily reading assignments on time and with at least 70% accuracy.

   2.6. Using his regular basal series (3^2 level) Tom will increase his oral reading rate to at least 120 words per minute, and maintain at least 75% accuracy.

   2.7. Paul will develop an initial vocabulary of at least 100 CVC and CVCV words which, when presented on a list, will be read with at least 90% accuracy.

   2.8. Alice will accept teacher help on her classwork without expressing anger or defiance. Such incidence will decrease to less than three a week.

3. Advantages of Short-Term Behavioral Objectives:

   3.1. Provide direction for daily lesson activities.

   3.2. Provide clarity for the child, parent, and others as to the specific purpose of the special education intervention.

   3.3. Stress small steps for change or improvement and may increase success opportunities for the child (and teacher).

   3.4. Make evaluation easier as the criterion and means for evaluation are built into the objective.

4. Write two behavioral objectives for one of your children.

4.1. _____

_____

_____

4.2. _____

_____

_____

INSTRUCTIONS FOR THREE TYPES OF REINFORCEMENT PROGRAMS

Directions: This 20 minute activity is designed to develop awareness of basic types of reinforcement programs and help participants begin to consider the types of reinforcers available in their teaching.

1. Orient participants to the handout, "Three Types of Reinforcement Programs". A copy of this handout appears on the next page.

2. Ask participants to read the three examples under the first type of reinforcement. When it appears that everyone has completed reading, ask for questions or comments. Then ask participants to think of their own classroom teaching and identify how they use praise and attention. Ask for actual examples of what they say or do and keep a list. After a sufficient quantity of examples are generated go on to the next type of reinforcement, privileges. Ask participants to read the examples, consider any questions and, again, ask for specific examples of the types of privileges and activities in their classrooms that could be used as reinforcers. Keep a list. Continue this process for tangible reinforcers.

3. Keep careful notes of the types of reinforcers under each heading and prepare a list on ditto for the next class.

4. Move to the next activity.

THREE TYPES OF REINFORCEMENT PROGRAMS

1. Immediate reinforcement through praise and attention:

   A. Sally, a sixth grader, frequently blurted out answers during class discussion activities. To avoid the criticism trap, her teacher reminded Sally to raise her hand and wait until she was recognized before she talked. Each time Sally raised her hand, the teacher smiled at her, nodded in an approving way, or thanked her for remembering to raise her hand.

   B. Several students in Mr. Smith's seventh grade english class demonstrated difficulty in settling down to begin their daily written assignments. Talking, joking, and gently shoving one another were frequent misbehaviors despite Mr. Smith's repeated warnings to eliminate them. Mr. Smith decided to change his strategy and catch these students "being good", by going over to them and saying, "great, you are working hard. Keep up the good work". This combination of physical proximity and verbal praise for appropriate behavior lead to a steady improvement in student behavior.

   C. Sandra, a tenth grader, made comments that were critical of the answers provided by her classmates during discussion activities. These critical comments were perceived as "put-downs" by several classmates and resulted in angry looks, or negative comments towards Sandra. Indeed, Sandra's teacher occasionally made angry faces towards Sandra when she was being critical. Realizing that a vicious cycle was underway, the teacher met with Sandra and asked her to try to avoid critical comments for a couple of days. At the beginning of the next class discussion the teacher asked the entire class to concentrate on making approving/accepting comments where possible and to eliminate critical ones ("put-downs"). Each time a student made a comment or answered a question the teacher thanked the student for remembering to be positive and/or avoiding a "put-down". Critical comments offered by group members towards Sandra decreased rapidly. Sandra's negative comments decreased gradually but less rapidly.

2. Reinforcement through Privileges for Activities:

   A. A fourth grader, Frank rarely completed his assigned reading and math activities. He frequently roamed about the room talking with other students or examining tape recorders, fishtanks and other items. To increase his work output and decrease wandering about the room Frank had to EARN time to participate in an activity that the entire class enjoyed, game time during the last twenty minutes of each day. Frank was given five papers to complete each day at an 80% level of correctness. Each correctly completed paper earned three minutes of game time with a bonus of five extra minutes if he got all give papers completed.

   B. Karen, a sixth grader, demonstrated behaviors that were similar to Franks. Karen's behavior change program involved privileges she greatly enjoyed, reading to the kindergarten children. Karen had to complete all morning assignments with at least 80% correctness by 11:00 at which time she could go to the kindergarten to read a story for 15 minutes.

   C. Time, a second grader, had difficulty completing all of his schoolwork because of his frequent out of seat behavior and defiance (angry responses) of teacher attempts to keep him working. Tim's parents were aware of his school difficulties and wanted to know how they could help. Together, Tim's parents and teacher identified five papers he had to complete each day at an 80% level of correctness. In addition, he was not to make anymore than

two "balk-talks" to the teacher. For each paper completed, he earned six minutes of TV time. For not making more than two "balk-talks" he received thirty minutes of TV time. Thus, Tim could earn up to one hour of TV each day. Tim's parents agreed to restrict his TV to what he earned. The teacher agreed to send home a note each day indicating the extent to which Tim's assignments were completed.

3. Reinforcement through Tangible Rewards:

A. Sally, a nine year old, rarely completed household chores such as making her bed and clearing the breakfast dishes. Her mother developed a program whereby Sally had to earn her weekly allowance. She earned 1/7 of her weekly allowance each day she had her bed made and breakfast dishes cleared by 8:00 each morning.

B. Alice, a fifth grader, earned a "Positive Telegram" to take home to her parents each day she completed all school work at least 80% accuracy. IN addition, Alice's mother agreed to help her bake an item of her choice each time she accumulated four positive telegrams.

C. Greg, an explosive fifth grader, would often throw his books off his desk, turn his desk over, and begin shouting "I hate this place" when confronted with a reading or math problem he could not understand. This behavior frightened several of his classmates (and himself). It often took considerable encouragement by the teacher to get Greg back to his work activities. Greg's teacher and the resource teacher developed a program involving the following tangible rewards. Greg would earn one point for every half-hour without a blow-up such as shouting or book-throwing. Greg took his points to the resource teacher at 2:00 each day. Together, they developed a reward menu where Greg could purchase small items with his points. Some items such as a stick of gum could be purchased for as few as three points. Several other items such as a ball point pen costs as much as 75 points. In addition to the point program, the teachers encouraged Greg to use more appropriate behaviors to handle his frustration.

INSTRUCTIONS FOR DEVELOPING A REWARD PROGRAM

Directions: The purpose for this twenty-minute activity is to have participants begin to apply the three different types of reinforcement procedures to an actual problem situation.

1. Orient participants to the worksheet entitled "Developing a Reward Program". A copy of this worksheet appears on the next page.

2. Instruct participants to work in pairs and to read the description of Sally and then develop three different types of reinforcement programs as indicated by the instructions on the worksheet.

3. Circulate amongst teams to provide hurdle help as needed.

4. When all teams have finished or when 10-15 minutes have elapsed, ask each team to share the programs it developed.

DEVELOPING A REWARD PROGRAM FOR SALLY

Description of Sally:

Sally is a nine year old student in the third grade. She has few friends in the classroom and many children think of her as a baby. She cries easily and gives up on many academic tasks, saying they are too hard. She will attempt almost all of her tasks but as soon as she is confronted with a problem that makes her think, she gets discouraged and begins to sob at her desk.

Sally's teacher conducted informal reading and math tests and determined that the level of difficulty of her reading and math was appropriate. The teachers typical way of managing Sally was to either provide her with attention and encouragement and finally allow Sally to color instead of completing her work. This usually put an almost immediate stop to her sobbing. In other occasions, the teacher ignored the sobbing but it would continue for up to thirty minutes at a time.

Task #1: Identify one or two behavioral objectives for Sally to perform as if you were going to work with Sally tomorrow as her teacher: Be sure to include the behavior, conditions, and criteria.

_____

_____

Task #2: Using the abovementioned behavioral objective(s), develop three reward programs for Sally. Give examples of what the reward will be and when it will be received.

1. A Praise Program:

2. A Privilege Program:

3. A Tangible Reward Program:

INSTRUCTIONS FOR DEVELOPING A PRAISE PROGRAM
AND ENDING THE SESSION

Directions: The purpose of this 10-15 minute activity is to have each participant, develop a systematic praise program to improve one behavior for an individual or group of children. Participants are to conduct their program for at least four successive days and report results at the next class meeting.

1. Orient participants to the handout entitled, "Improving Behavior through the Systematic Use of Praise and Attention. A copy of this handout appears on the next page.

2. Ask participants to read directions, select either Option A or B and then design a praise program to use in their teaching.

3. Circulate among participants and provide help as needed.

4. Make sure each participant has a clear behavior to improve and a clear idea as to how praise will be delivered.

5. End the activity by having each person describe his/her praise program.

6. End the session by thanking participants for their participation and reminding them of their assignments for the week:

   6.1. Read pages _____ in the manual.

   6.2. Conduct praise programs making sure to keep accurate records of how often they praise and what results occur.

IMPROVING BEHAVIOR THROUGH THE SYSTEMATIC USE OF
PRAISE AND ATTENTION

Directions: The purpose of this activity is to develop and implement a behavior change program based on the systematic application of praise and attention. Skim over the two types of programs you can develop under option A and option B, select one of the options and outline your program as indicated.

OPTION A

1. Select one behavior applicable to nearly all students in your class. Examples may be:

   1.1. Getting in recess line quietly and without pushing).
   1.2. Paying attention (eyes focused on the teacher or speaker) during a discussion lesson.
   1.3. Remaining in seat and working quietly during seatwork periods.
   1.4. Being cooperative-no arguing or critical comments made to one another.

2. Make a commitment to yourself to reinforce this behavior by praising the class or members in the class when the behavior occurs. Your commitment should include offering praise at least five times a day but preferably ten or more times a day. To keep a record of your praise, allocate a section of the chalkboard or make a chart that all students can see. Each time you give praise, enter a checkmark on the chart. If students ask you why you are putting a checkmark on the board, feel free to tell them that you are keeping track of the number of times you remember to tell them they are doing a good job of . . . (whatever the behavior is that you are trying to improve). On the other hand, do not feel compelled to explain to the students what you are doing if they do not ask.

3. Conduct your program for at least five days in a row if at all possible. Keep a daily record of the number of checkmarks you make and note any changes in student behavior or attitude.

The behavior I will reinforce through systematic praise/attention is _____

_____

An example of what I might actually say or do is _____

_____

_____

The number of times I will try to deliver the praise and attention will be at least _____ each day.

To keep a record of my daily praise behavior, I will _____

_____

GOOD LUCK AND HAVE FUN WITH YOUR EXPERIMENT

OPTION B

1. Select one student or a small group of students who demonstrate a problem behavior. Then, identify a behavior you wish the student(s) to demonstrate. Remember to use clear, descriptive behavior that is observable.

2. Identify a time of day or activity period (e.g. math) during which you will develop and conduct your systematic praise program. Do not conduct the program beyond this defined period.

3. Select a method for observing the number of times the positive behavior occurs during the time period and the number of times you offer the praise.

4. Identify the type of praise and attention you will provide and how often this praise will be adminsitered, remembering that lots of praise is usually needed at the beginning of a behavior change program.

The behavior I will reinforce through systematic praise and attention is _____

_____

An example of what I might actually say or do is

_____

_____

The number of times I try to give the attention and praise will be at least _____ each period.

To keep a daily record of how often I praise and the number of times the positive behavior occurs, I will

_____

_____.

GOOD LUCK AND HAVE FUN WITH YOUR EXPERIMENT

OVERVIEW OF SESSION #3

	Participant Goals	Approx. Time	Trainer Activities
1.	Describe praise programs (Option A or B) instituted during the previous week and any results that have occurred.	15-20 min.	*Ask each participant to describe and analyze the praise program instituted during the previous week.
2.	Become aware of basic systems for managing reward programs (e.g. contracts, point systems.	15-20 min.	*Draw attention to handout entitled "Systems for Managing Reward Programs." Review each system.
	BREAK		
3.	Develop a reward program for one individual or small group of students. Describe the program to other participants and conduct the program for eight successive days.	30-45 min.	*Draw attention to handout "Designing a Reward Program."

*Specific instructions for the activity appear on the following pages.

Instructions for Reviewing Previous Weeks Praise Programs

Directions: 1. During the previous week, participants were to implement a praise program following option "A" or "B" described in session two. 2. The purpose for this 15-20 minute activity is to share and learn from one another's experiences with the systematic application of praise and attention to improve student behavior.

1. Begin the activity by welcoming each participant and presenting them with an overview of the session. Indicate that the first activity will be to review the praise programs established last week. The second activity will focus on charts, point systems, contracts, and other procedures for managing a reward program. The last activity for the day will be a work session to develop a new reward program for an individual or group of children.

2. Begin the sharing activity by reminding people that they were to initiate their praise programs last week. Ask each participant to describe the behavior they were trying to improve, how they used praise and attention, how they kept a record of their praise attempts and what, if any, changes in student behavior occurred.

3. Listen carefully to each participant and use skills of active listening to make sure each contribution is carefully considered. Allow for questioning and interaction as it occurs. Try to help each participant provide specific, concrete examples of how they actually implemented their programs. If necessary, help participants analyze the impact of their programs from a number of perspectives. You may ask questions such as "how did the student react to your praise and attention?" "How did other student's react"? "How did you feel about focusing more on the positive"?, etc.

4. When each participant has had a chance to share and explore his/her program, turn to the next activity, Systems for Managing Reward Programs.

Instructions for Presenting "Systems for Managing Reward Programs"

Directions: This fifteen to twenty minute activity is designed to orient participants to different systems for managing reward programs. One of the hallmarks of a successful reward program is the systematic and consistent application of rewards contingent upon desireable student behavior. To help teachers become more consistent and systematic, a variety of procedures such as charts, graphs, and contracts can be adopted. As a result of reviewing the six types of management systems, participants should be more able to select and develop specific systems appropriate to their own needs.

1. Orient participants to the handouts entitled "Systems for Managing Reward Programs".

2. Introduce the topic by recalling the need to be systematic and consistent in the application of rewards. Indicate that one reason why reward programs may fail to achieve their maximum results is because we become inconsistent in the application of our programs. Tell participants that the purpose for this activity is to review several systems for managing reward programs so that they may be able to develop systems to suit their own needs. Indicate that these systems can be used separately or in combination.

3. Review each of the six systems, page by page. Paraphrase the written notes presented on each page and encourage questions as they arise. After a system has been reviewed, ask participants to share examples of when and how they used similar systems. Feel free to provide examples from your experience. Then go on to the next system, etc.

At specified intervals (e.g., after reading period) the teacher checks the number of points earned by the student. The Chart is kept by the student or the teacher.

CHARTS

Reading	Name Jack	Date 2/7/79
1. Work completed	✓ ✓ ✓ ✓ ✓	
2. Remained in seat	✓ ✓ ✓ 0 0	
3. Raised hand before talking	✓ ✓ ✓ ✓ 0	
	Total points = 12	

Later in the day, points may be added onto a weekly chart.

Total points

Name Jack Week of 2/7/79

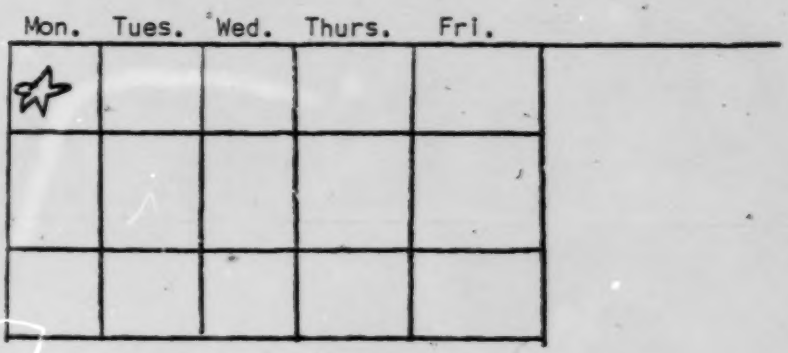
	Reading	Math
M.	12	8
T.	10	12
W.	9	6
TH.		
F.		
	Total	Total

Points earned are used to buy privileges or tangible rewards according to a predetermined price list. Students can bank or save points to buy more costly items or privileges.

Charts for Individuals or Small Groups

At specified intervals (e.g., directly after reading period) the teacher and student use points, checkmarks, smiling faces, stars, or other symbols to indicate student performance.

1. Reading work completed and corrected by 11:30.
2. Raised hand before talking during Social Studies period
3. No hitting or fighting during lunch recess.



Additional back-up reinforcers such as privileges or tangible rewards may be developed for particular different behavior. In such cases stars, points, checkmarks, etc., can be exchanged for specific privileges or tangible rewards according to a pre-determined plan (e.g., each star earns 5 minutes of game time).

A Home-School Performance Chart

At the end of specific activities the teacher spends a brief moment with the student and rates his/her performance using a card such as:

Name Paul Date 2/12/79

1. In room on time	(Great)	OK	Needs improvement
2. Stayed in seat during reading seatwork.	Great	(OK)	Needs improvement
3. Complete and correct reading seatwork by 11:00.	(Great)	OK	Needs improvement
4. Line up for lunch without running, hitting or shouting.	Great	OK	(Needs improvement)

- Note that points, smiling faces or other symbols could easily be used as in the previous chart.
- The performance Chart is sent home to the parent(s) at the end of each day. Parents provide tangible rewards or privileges based on school performance.
- In some cases principals, counselors, resource teachers and other personnel can also be involved in providing privileges or tangible rewards.
- Daily results can be placed on a weekly Chart kept by teacher and student:

Paul	Mon.	Tues.	Wed.	Week of Thurs.	Fri.
1. In room on time.	great	great	great		
2. Stay in seat during reading seatwork.	OK	great	Needs improv.		
3. Complete and correct reading seatwork by 11:00.	OK	great	great		
4. Line up	Needs improve	Needs improve	OK		

A Home-School Performance Chart Involving Several Teachers

Each teacher rates and signs the student on each behavior at or near the end of each period. The student brings the performance chart to each class if he/she changes classes.

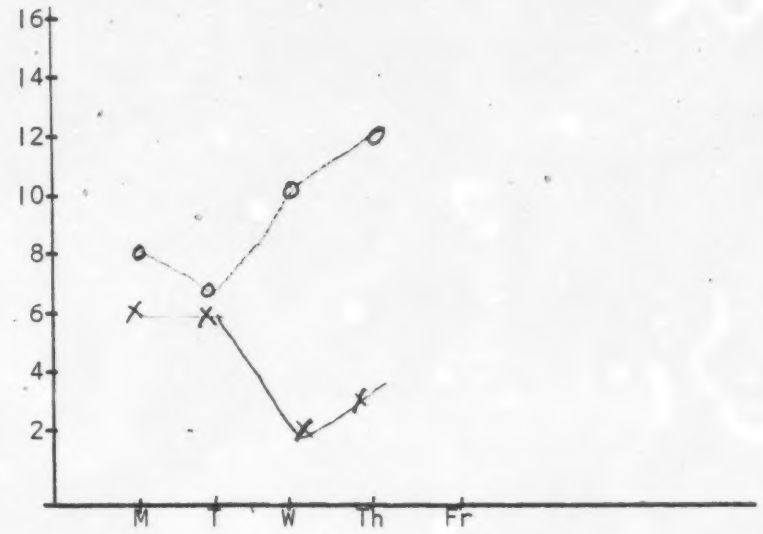
Name_____ Date_____

	Math	English	Social Studies	Shop
1. In class on time.	Great James Mann	Great Rose Smith		
2. Completes assigned class work.	OK James Mann	OK Rose Smith		
3. No figiting, shoving or swearing.	OK James Mann	OK Rose Smith		

- At the end of the day a teacher, counselor, or administrator reviews the performance card. School privileges or tangible rewards may be used as back-up reinforcers.
- Cards may also be sent home each day. Home privileges and tangible rewards could be contingent on school behavior.

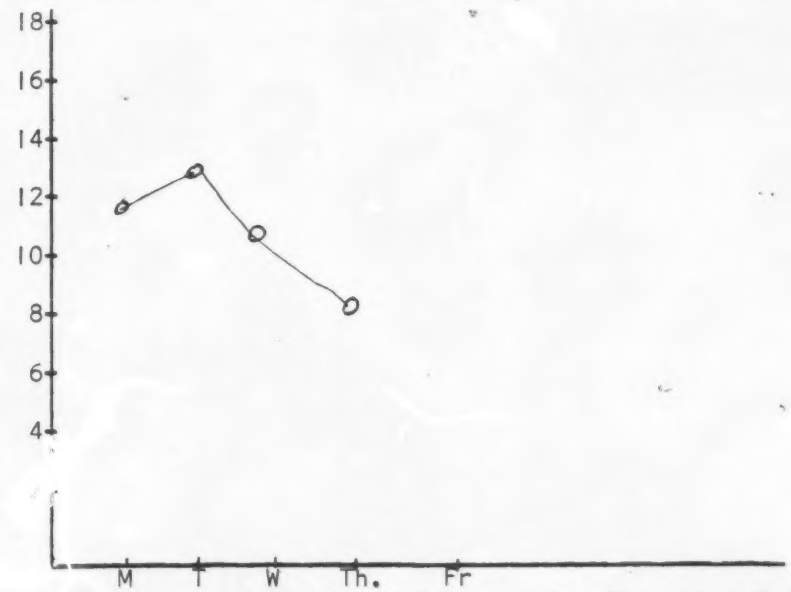
Performance Graphs

Another type of chart is a daily performance graph. The same students can keep track of their own behaviors once they learn how to use a graph. Monitoring one's own performance can be a powerful incentive for improvement.



o 1. The number of assigned math problems I correctly complete each day during math seatwork.

x 2. Number of times I get out of my seat without asking permission each morning.



o 1. The number of "talk-outs" during the "bluebirds" daily reading group lessons.

Learning Contracts

A contract is a written agreement specifying tasks a student is to complete and rewards to be earned upon completion of the task. For example . . .

Task:

Complete the morning's math assignment and reading assignment and correct any errors by 11:00 AM

Reward

You may choose one of the following:

1. Five points to be "banked" towards prize at end of the week (the prize list must already be known).
2. Fifteen minutes of time at end of day to work on project with your partner.
3. Go down to the office and help secretary run off dittos from 11:45-12 00 noon.

Conditions

1. Work in your assigned area.
2. If you need help, raise your hand or come up to my desk.
3. When your work is complete, bring it to me by 10:30 am to be corrected.

Signed: _____ (Student)

_____ (Teacher)

Task

1. Complete afternoon social studies assignment.
2. Participate in the discussion without interrupting others. Raise your hand and wait until you are recognized by the teacher before you talk.

Reward

1. Five points for completing your assignment. You will also receive a two-point bonus for neatness.
2. One point for each time you raise your hand and are recognized by the teacher before you talk.

Conditions

1. Social studies can be done with a partner.
2. Try to work as quietly as possible.
3. During the group discussion, you must remain seated.
4. Points may be cashed in at end of day or at a later time.

Signed: _____ (Student)

_____ (Teacher)

Instructions for Designing a Reward Program

Directions: This thirty to forty-five minute activity represents the culminating activity for the mini-course. Here participants apply the basic principles of identifying specific behaviors to change and stating these in the form of behavioral objectives or target behaviors. Specific reward programs and managment systems are then developed and participants carry out their programs for ten successive days. Your role during the activity is to serve as a resource person, providing help and direction as needed.

1. Start the activity by orienting participants to the handout entitled "Designing a Reward Program". A copy of this handout appears on the next page.

2. Tell participants that this is a work session in which they are to develop a reward program and implement the program for ten successive days that the student is in attendance. After they complete a write-up of their program and its results, they will earn their recertification credit.

3. Have participants begin developing their program by completing the items on the handout. Circulate about the room and check to make sure that clear objectives and reward programs are developed. Ask participants to design actual charts they may use.

4. After about thirty minutes or when participants appear to have completed the planning activity, ask each participant to review his/her program with the group. Encourage participants to provide feedback and raise questions.

5. End the session by asking participants to implement their programs as soon as possible and to continue the program for at least ten days that the student is in attendance. Tell them that they may need to make minor revisions as they go along but to note any revisions they do make.

6. Remind participants that they may call you during the week to discuss any particular problems or questions that may arise.

7. Thank the participants for thie involvement and remind them that the next session will be devoted to sharing results and examining how programs can be gradually phased out.

Designing a Reward Program

Directions: This reward program goes beyond the systematic application of praise and involves the use of rewards or privileges to improve student behavior. Select one student or a small group of students for your program and complete the items below:

1. Student(s)_____ 2. Grade_____

3. Your name_____ 4. Beginning date for Program _____

5. Describe the specific problem behaviors.

6. List one or two behaviors to increase or decrease for the next two weeks. Be sure to use behavioral objectives.

7. Describe your reward program being sure to consider the following:

   7.1. The types of rewards to be used.

   7.2. The type of management system to be used.

   7.3. How often the student will be abel to receive the reward.

8. Define one or two specific activity periods or time periods during which your program will operate.

9. Describe procedures (e.g., charts) to help you keep a daily record of student performance on the target behaviors.

10. Please implement your program for at least ten successive school days in which the student is in attendance.

OVERVIEW OF SESSION #4

Participant Goals	Approx. Time	Trainer Activities
1. Describe and analyze reward programs in progress. Share charts, graphs and other management devices with other participants.	15-30 min.	Ask each participant to describe program that has been implemented. Elicit feedback from others.
2. Become aware of strategies for phasing out reward programs.	15-20 min.	Review handout "Six Strategies for Phasing Out a Reward Program."
BREAK		
3. Develop a plan for phasing out reward program.	15-20 min.	Ask each participant to describe steps and procedures for phasing out his/her reward program.
4. Become aware of procedures for submitting final report.	5-10 min.	Review handout "Case-Study Guide."

Instructions for Describing and Analyzing Reward Programs

Directions: The purpose for this fifteen to thirty minute session is to have participants describe the reward programs they instituted during the previous week, discuss its effects on student behavior, and obtain feedback to help make any necessary revisions in their programs.

1. Welcome participants to the session and indicate that the major purpose for the session are to share the programs they instituted during the previous week and then explore ways for continuing phasing out the reward program.

2. Ask each participant to present a detailed description of the reward program they instituted. When a participant has completed his/her description, ask what impact the program has had thus far in terms of:

   2.1. Changes in student behavior,
   2.2. Reactions of other students,
   2.3. The teacher's feelings of competence to manage the child,
   2.4. Any revisions that may need to be made for the upcoming week.

3. Be sure to use active listening skills throughout the abovementioned activity. Feel free to ask participants to clarify specific points or provide additional details to help you and others gain a clear understanding of the program and its impact. If a person asks for specific advice or help as to how to revise a program, invite other participants to share their ideas.

4. After all participants have described their programs, ask each to present a chart, graph, or contract they developed to the group, then move to the next activity.

Instructions for "Six Strategies for Phasing Out a Reward Program"

Directions: The purpose for this fifteen to twenty minute lecture/discussion activity is to help participants become aware of strategies for phasing out their reward programs.

1. Begin the activity by drawing attention to the handout entitled, "Six Strategies for Phasing Out a Reward Program". A copy of this handout appears on the following page.

2. Paraphrase the following as an introduction to the activity. The ultimate goal of a program using tangible rewards or privileges is to help students to learn to function without these somewhat artificial incentives. Hopefully, students will get hooked on success and teacher recognition as an important reinforcer but this may take several months or longer. In the long run we want to make sure students do not become dependent on those artificial incentives. Thus, it is important to plan for ways of phasing out these incentives.

3. Summarize, or paraphrase each of the six strategies listed on the handout. As you finish each strategy allow for questions and comments and ask if someone can give an example of how they could use that strategy in their program. It will be most helpful to acquire specific, concrete examples of each phasing out strategy as the next activity requires participants to develop a "phase-out" plan.

Six Strategies for Phasing Out a Reward Program

1. Praise Appropriate Behavior. Even though privileges or tangible rewards may be the mainstay of a reinforcement program, it is important to offer praise and encouragement along with these external rewards. In the long run, adult praise and the knowledge of being a capable successful student should gradually assume more importance than external reinforcers.

2. Reinforce a Success Orientation. It is important to help students become aware of the changes they make and the impact of these changes. Don't hesitate to tell students how much improvement you see them making (e.g., "Jack, I can see that you've really been trying hard to get your work finished. Your work is much better than its ever been".). In addition, feel free to occasionally ask students how they see themselves changing (e.g., "What do you notice about your recess behavior these past few days?"). While some students may initially reject or shy aware from these questions, they may help the student make a commitment to more positive school behaviors.

3. Increase Student Involvement. As the student becomes more familiar and successful with the reward program, he or she can begin to take a more active role in many aspects of the program. For example, students can rate their own behavior, determine the number of points they earned, keep their own behavioral charts, establish daily or weekly goals, and design their own contracts. At first, teacher guidance and supervision in these areas will be critical as some students set unrealistically low or high goals for themselves or rate their own behavior too stringently or too leniently. The value of helping students in this endeavor is that they may learn to set more reasonable goals and expectations for themselves and for others.

4. Increase the Amount of Work for the Same Reward. As the student consistently experiences success, the amount and/or difficulty of the work can be gradually increased while keeping the reward similar. The teacher may unilaterally increase the work or involve the student in a brief conference to discuss increasing the work (e.g., "Frank, you've been doing an excellent job in math for the past three weeks, let's look at how we can change some of you work to keep up with your skills. How many problems do you think you could do each day?"). A related strategy is to delay delivery of the reward over increasingly longer time periods. For example, if the student receives a reward at the end of an hour, see if the reward can be "stretched" to the end of the morning, then the end of the day, every other day, etc.

5. Strive for Parental Involvement. Where possible, try to involve parents in the delivery of home reinforcers for appropriate school work and behavior. Such strategy automatically moves in the direction of phasing out a reward program to the extent that the teacher no longer provides a privilege or tangible reward (but continued to offer praise and recognition).

6. Allow Rewards to Change and Evolve. More than likely some rewards will loose their value over a period of time. Rewards need to change to keep up with student interests. One way to change rewards is to offer a choice of several rewards or involve students in, with your approval, the selection of rewards. Finally, over longer periods of time, rewards should change from tangible to privileges and, ultimately, to teacher praise and the satisfaction of doing well.

Instructions for Phasing Out a Reward Program

Directions: This fifteen to thirty minute work session is designed to help participants develop specific plans and procedures for phasing out their reward programs.

1. Orient participants to the handout, "Phasing out a Reward Program" and ask participants to complete the activity. Circulate amongst participants and offer help as needed. Make sure they list actual examples of what they might say or do.

2. After about twenty minutes or when all participants have completed the exercise, ask each person to share his or her plan by describing items two and three on the handout.

Phasing Out My Reward Program

Instructions: The purpose for this activity is to help you make plans for the gradual process of phasing out your reward program. Please complete each item.

1. Using the six strategies for phasing out a reward program as a frameof reference, identify at least one specific example of what you might say or do regarding each strategy. Your plans can encompass the next month or two.

   1.1. Praise

   1.2. Reinforce a Success Orientation.

   1.3. Increase Student Involvement.

   1.4. Increase amount of Work for Same Reward.

   1.5. Parental Involvement.

   1.6. Change and evaluation of Rewards.

2. Now that you have identified possible strategies, select one or two that you will use over the next two or three weeks.

   2.1.

   2.2.

Instructions for Written Case Study (Final Project)

Directions: As a culminating activity, each participant must describe their reward program using the case study format that is provided. Upon completion of of this written project, participants qualify for one recertification credit.

1. Orient participants to the handout entitled, "Case Study Format". A copy of this appears on the following pages.

2. Review each component of the format and answer questions as they arise.

3. Tell participants that after their reward program has been in effect for at least ten successive days, they may write up their program either directly on the handout or on their own paper.

4. Remind participants to be as specific as possible with all aspects of the case study and to be sure to include examples where appropriate.

5. Also, tell participants that they may feel free to call you over the next several weeks should they need additional help in completing their report.

6. Establish a "due date" for the final project which is approximately two to three weeks from this session.

READINGS AND HANDOUTS

READINGS FOR SESSIONS ONE AND TWO

Pepper, Beth Hoy, "Why Children Misbehave," reprint Council for Children with Behavioral Disorders Newsletter, Volume 9, Number 1, Fall, 1971.

Becker, Wesley, "The Criticism Trap," Unit six, Parents as Teachers.

MacLeod, Dave "Working Out of the Criticism Trap - A Case Study."

READINGS FOR SESSIONS TWO AND THREE

Tawney, Middleton and Cogelka, "Behavior Modification is Not..."

Dickerson, D; Spellman, C.R.; Larsen, S; Tyler, L. "Let the Cards Do the Talking - A Teacher Parent Communication Program. Teaching Exceptional Children, Summer, 1973.

Becker, Wesley, "Reasons, Rules and Reminders" Unit 9, Parents as Teachers.